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| --- | --- | --- | --- |
| SOCIAL-EMOTIONAL CRITERIA | YES/NO | Describe | Comment |
| Is there evidence of six weeks  of implemented behavioral  interventions at the Universal (Tier One) Level ? |  |  |  |
| Is there evidence of four weeks  of implemented behavioral  Targeted (Tier 2) and/or Intensive (Tier 3)Level? |  |  |  |
| Is there evidence of (data collection to document) a rate and intensity of social-emotional dysfunction outside of ethnic/cultural norms and  outside of typical peers follow interventions ? |  |  |  |
| Is there evidence of pervasive  (ongoing, across settings, most  of the time) social/emotional  dysfunction in the home and  school setting following interventions ? |  |  |  |
| Is there evidence that  dysfunction exists over time  (at least several months) and is  not due to isolated/transient  situation or event (i.e., parent’s divorce)? |  |  |  |
| Is at least one BASC (or other standardized measure) score  Clinically Significant (T-score of  70 or above) in both the home  **and** school settings? |  |  |  |
| Is there evidence of an inability  to receive benefit from regular  education that is not the result  of intellectual, language, sensory or  other health factors? |  |  |  |
| Is there evidence of an inability  to build or maintain interpersonal relationships that significantly interferes  with the child’s social development? |  |  |  |
| Is the Social/Emotional PLAAFP written using the required headings and is the evidence listed above reported in the PLAAFP in such a way that supports identification of an Educational Disability? |  |  |  |